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四套海外汉语教材的文化因素研究

**Research of Cultural Factors of Four Sets of
Overseas Chinese Teaching Materials**

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摘 要

我国对外汉语教材建设正跨入结构、功能、文化相结合时期。本文从海外汉语教材的文化因素入手,着眼于文化因素的呈现形式、内涵和阶段性,对四套广为使用、备受欢迎的海外汉语教材的文化因素进行穷尽式数据统计分析,以期编写高适用度的对外汉语教材提供参考借鉴。

本文的基本研究思路是:第一,确定文化因素统计范围和提取单位;第二,建立文化因素归类分析模板;第三,根据归类分析模板,建立四套教材的文化因素标注语料库;第四,对四套教材中文化因素的呈现形式、内涵和阶段性进行数据统计分析;第五,在客观数据的基础上制定文化因素等级大纲,对教材的文化因素导入提出参考建议。章节设置也是围绕这个思路展开的,具体包括以下几个部分:

第一章绪论部分介绍了选题由来,研究材料及方法,研究目标及意义。

第二章研究综述。第一节介绍了文化的定义以及对外汉语教学中“文化”的定义;梳理了文化因素分类及归类分析模板的研究现状;介绍了文化因素等级大纲的研究现状。通过对前人研究的梳理,使本文研究对象更为明晰,研究目标更为明确,为本研究奠定理论基础。第二节简述当前对外汉语教材研究和现状,梳理研究海外汉语教材中文化因素导入的已有成果,寻找现有研究的空白点,为本研究挖掘必要性空间;介绍当前对外汉语教学界普遍认同的“结构—功能—文化”相结合的教学和教材编写原则,为本研究奠定理论可行性。

第三章第一节确定了本研究的文化因素统计范围,包括客观国情,古代和当代物质生活,文化产物,社会交际文化和观念文化。第二节根据文化因素的呈现载体不同,制定了有针对性的不同提取标准。第三节在前人研究的基础上,制定了八大一级类,28个二级类和96个三级类的文化因素归类分析标注模板。第四节对四套教材文化因素概貌进行简要分析。

第四章以课文、词汇、文化板块、语法注释及例句、练习、补充材料和图片照片七种呈现载体为纲,对四套教材文化因素的导入形式进行了具体分析。

第五章以文化因素的八大一级类:国情、生活方式、人文艺术、科学技术、

社会交际、风俗习惯、时空文化和观念文化为纲，对四套教材所导入的文化因素内容、阶段性和数量进行了具体分析。在本章的数据统计分析基础之上，编制了四个等级的文化因素等级大纲，每个级别里列出了非常详细的文化学习任务，可以作为编纂对外汉语教材时导入文化因素的直接参考。

第六章第一节梳理了全文的脉络；第二节得出了对外汉语教材文化因素导入方面的七点启示：全面性，阶段性，科学实用，代表性，时代性，国别化，多样化；第三节总结了全文的创新与不足。

关键词：海外汉语教材；文化因素；导入

Abstract

Abstract: The textbook construction of Teaching Chinese as a Foreign Language is developing to the integration of structure, function and culture. Based on the cultural factors of overseas Chinese teaching materials, this thesis makes a comprehensive comparison and analysis of four sets of popular textbooks widely used abroad, with a view to the presentation forms, connotation and periodicity of the cultural factors. The purpose of this article is to provide some references and suggestions for writing highly applicative Chinese textbooks for foreign learners.

The basic research ideas for this thesis are as follows: Firstly, determine the statistical range and picking unit of the cultural factors; secondly, build a classification and analysis template; thirdly, based on the pattern plate, build the corpus labeling cultural factors for the four sets of textbooks; fourthly, make statistical analysis about the presentation forms, connotation and periodicity of the cultural factors; fifthly, make grading syllabus on the basis of objective data and put forward suggestions about leading in the cultural factors in the textbooks. The chapters and sections of this thesis are designed with these ideas, which include the following parts:

Chapter one is the introduction part. It presents the origin of this topic, the research materials and methods, and the research goals and significance.

Chapter two is the research review. The first section of this chapter introduces the definition of culture and its meaning in TCFL. This section also reviews the current research situation of cultural factors' classifications, classified analysis templates, and grading syllabus. Through the review of former researches, the studying objects and goals are clearer, which will lay theoretical basis for the following research. The second section briefly describes the researching and application situation of textbooks for TCFL, reviews the existing research results of cultural factors in overseas Chinese textbooks to find out the necessity and space for

this research, and introduces the widely approved teaching and textbook writing principal of integrating structure, function and culture to confirm the feasibility for this research.

In chapter three, the first section determines the statistical range of cultural factors, including objective national conditions, ancient and contemporary material life, cultural products, social culture and conception culture. Based on the different presenting carriers of the cultural factors, the second section makes targeted and diverse picking criteria. On the basis of former research results, the third section establishes eight A-Level types, twenty-eight B-Level types and ninety-six C-Level types of cultural factors' classification and analysis template. The fourth section briefly analyzes the general view on cultural factors in these four sets of teaching materials.

Taking an outline of seven presenting carriers including text, vocabulary, culture block, grammar comment and example, exercise, supplemental material and picture, the fourth chapter makes a detailed analysis of the introduction forms of cultural factors in the four sets of teaching materials.

Chapter five specifically analyzes the content, periodicity and quantity of cultural factors in the four sets of teaching materials, which is based on the eight A-level types, that is national condition, life style, arts and humanity, science and technology, social communication, custom, time and space culture, and conception culture. On the basis of above statistical analysis, we make a four-level grading syllabus of cultural factors and list detailed cultural study plan in each level, which could works as a direct reference for the introduction of cultural factors when writing Chinese teaching materials.

In chapter six, the first section sorts out the outline of the whole article. The second section draws seven tips about cultural factors' introduction in textbooks for TCFL: comprehensiveness, periodicity, practicability, typicalness, epochal character, country-specific and diversity. The third section makes a summary about the

innovations and shortages of the whole thesis.

Key Words: Overseas Chinese Teaching Materials; Cultural Factors;
Introduction

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